

Inspection of KPMG Limited Liability Partnership

Inspection dates: 4–7 February 2020

Overall effectiveness

Inadequate

The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Requires improvement
Leadership and management	Inadequate
Apprenticeships	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

KPMG Limited Liability Partnership (KPMG) is a professional services firm providing audit, tax and advisory services, and is a member firm of the KPMG network of independent firms affiliated with KPMG International. KPMG has delivered levy-funded apprenticeship provision since May 2017 to the Civil Service. At the time of the inspection, KPMG had 933 apprentices enrolled on a range of level 3 to level 5 apprenticeships standards, and one apprenticeship framework at level 4. KPMG also had a further 134 apprentices who were on degree apprenticeships. These were out of scope for this inspection.

KPMG works with two subcontractors, QA Limited, and Bridgwater & Taunton College. These account for 58% and 8% of apprentices respectively.

What is it like to be a learner with this provider?

Too few apprentices complete the programme, and many leave early. Many report that they feel demotivated by the lack of support and very slow response to their requests for information and guidance.

Apprentices on programmes delivered by subcontracting partners do not develop consistently well the necessary knowledge and skills.

Apprentices' curriculum is not well structured and does not support them to develop quickly the knowledge and skills they require. As a result, the vast majority of apprentices are behind in their apprenticeship.

Apprentices do not consistently receive the support they need to help them develop English and mathematics skills. As a result, they do not always know what they need to do to improve these skills to prepare them for their next steps, or to achieve the qualifications they require.

Facilitators/skills coaches do not review apprentices' learning and development frequently. As a result, facilitators are not sure how well apprentices are doing, when they are going to achieve their apprenticeship, and what they need to do to achieve it.

Apprentices do not consistently receive the hours away from work that they need to study or attend classes. As a result, the majority of apprentices are behind in their learning.

Apprentices do not receive independent careers advice to make sure they are aware of the career choices available to them.

A few apprentices benefit from taught sessions in groups, where they can share experiences with each other. They enjoy working in their workplace and demonstrate respect for each other, while learning about the different departments within the Civil Service.

What does the provider do well and what does it need to do better?

Leaders work closely with managers of Civil Service departments to create an appropriate apprenticeship curriculum to match their specific needs, for example to help apprentices to acquire the skills to contribute to the development of new policy and build up their financial literacy in the Treasury.

Leaders have not made sure that subcontracting partners support apprentices consistently well to develop their knowledge, skills and behaviours. Too few apprentices linked to subcontracted provision complete their course and achieve their course on time. Leaders have now taken over nearly all recruitment directly. They make sure that only those individuals who will develop significant new skills through the apprenticeship will start an apprenticeship. However, leaders have waited

too long before implementing this action and therefore the results of this change are not yet clear.

Governors have suitable occupational experience so that they can challenge leaders on the effectiveness of their work. Governors know well the areas for improvement, but they have not acted quickly enough to ensure leaders put in place the necessary remedial action so that apprentices make the progress that they should. Governors do not have access to sufficiently accurate and useful information to be able to judge effectively the impact of actions to ensure that all apprentices achieve their potential.

Facilitators have not considered the starting points of apprentices well enough to plan their learning effectively. Too few facilitators order and organise learning logically to make sure apprentices build on their skills incrementally. For example, apprentices who needed to complete the risk element of project management, to be able to complete work activities, had to wait six months until this subject was being taught as part of the group session.

Facilitators do not consistently use information on apprentices' starting points in English and mathematics to remedy their skills gaps. Facilitators do not use available information systematically to support apprentices to develop these skills. This has resulted in the vast majority of apprentices not completing their functional skills qualifications on time. Too few facilitators make sure apprentices with an existing qualification in English and mathematics develop their skills routinely beyond those levels. As a consequence, some apprentices do not understand what they need to do to make improvements in their work to prepare them for their next steps.

Skills coaches do not complete the assessments of learning regularly, and do not involve employers in their review of their employees' education. In some cases, apprentices are over half way through their apprenticeship before a review of learning takes place. Apprentices' reviews, when completed, contain feedback of variable quality. Learning goals that are set are not consistently challenging and line managers are not always involved in the planning and delivery of the apprentices' learning. As a result, apprentices are often unclear about their learning and progress, and are unsure of their next steps or dates for completion. Consequently, the vast majority of apprentices, rightly, do not feel well enough supported, and too many are behind in their studies.

Not all apprentices receive the hours off the job that they need to help them to develop the knowledge and skills they need to make rapid progress through their apprenticeship. Apprentices mostly enjoy the facilitated sessions they receive and find them beneficial. However, attendance at these sessions is low. In some cases, apprentices are called back to work during these sessions, and some are not given the time to attend. Facilitators do not plan or coordinate the on- and off-the-job training effectively to support the apprentices' learning needs. This has resulted in a disjointed approach to the apprentices' curriculum and organisation of learning, which has led to the vast majority of apprentices falling behind in their studies.

Facilitators in group sessions use a variety of teaching approaches and topics to enhance apprentices' wider understanding of the knowledge they need for work. Facilitators are knowledgeable and use their subject expertise to prepare apprentices well for their exams. For example, the teaching enables apprentices to recall their knowledge on allowable and dis-allowable expenses, and capital and revenue, before applying these to more complex profit and loss accounting activities.

A few apprentices benefit from studying additional qualifications to enable them to have a wider understanding of the skills required for their job role. For example, apprentices on a professional accountancy standard also undertake a level 4 professional diploma in accounting.

Leaders and managers do not monitor the progress apprentices make sufficiently well. Leaders have not responded quickly enough to support apprentices who have fallen behind or who have difficulties with their learning. For example, an apprentice with dyslexia did not receive the relevant level of support to help them overcome their difficulties with writing and sentence construction. As a result, a large number of apprentices have become demotivated and disengaged from their learning and leave their programme of study early.

Too few apprentices receive unbiased careers guidance. When it does take place, it focuses on the career route within the Civil Service and does not guide apprentices to understand what is available to them outside of their current employer. The careers advice and guidance are not readily available, nor do they allow apprentices to make informed decisions about their next steps. However, for those who would like to pursue a career within the Civil Service, for example for apprentices studying 'Policy', there are effective advice and guidance for this career pathway.

Apprentices enjoy working within their workplace and demonstrate respect for each other. In addition, apprentices benefit from and learn about the work of a range of departments through good networking opportunities, which they value while on the programme. As a result, they develop a broader view of the work of the Civil Service.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy is comprehensive and sets out clearly the role of staff and the expectations of them if an incident occurs. Staff receive the appropriate safeguarding training, which includes the 'Prevent' duty.

Where incidents occur, leaders follow the appropriate procedures and work effectively with agencies and other stakeholders. Apprentices have an appropriate understanding of the 'Prevent' duty and the potential risks from extremism and radicalisation. However, they are unable to apply this knowledge convincingly to their local areas.

Leaders make sure that all staff who come into contact with apprentices receive appropriate checks. Designated safeguarding officers have appropriate training and discuss routinely their concerns with each other about the welfare of apprentices and other safeguarding matters.

What does the provider need to do to improve?

- Governors must make sure that leaders and managers provide them with the relevant information to enable them to hold managers to account and ensure the quality of apprentices' education improves swiftly.
- Leaders and managers must make sure to set high expectations for subcontractor delivery partners, to be certain that apprentices receive the knowledge and skills they require and complete their training.
- Leaders and managers must make sure that apprentices' curriculum is organised well enough to accommodate apprentices' individual starting points, to enable apprentices to make rapid progress through their apprenticeship.
- Leaders and managers must ensure that apprentices receive a regular review of learning. They need to set high expectations and make sure that apprentices know what they need to do to achieve well and meet their potential.
- Leaders and managers must make sure apprentices receive unbiased careers information, advice and guidance, to enable apprentices to make informed choices about their next steps.
- Leaders and managers must make sure they monitor the progress apprentices are making to be able to identify when they fall behind or require additional help. They must put the most relevant support in place to help them to catch up or address the needs they may have.
- Leaders and managers must make sure that apprentices receive the hours they need away from work to study and develop quickly the knowledge and skills they require.
- Managers must make sure they coordinate the apprentices' on- and off-the-job curriculum well, so that apprentices can develop at the speed of which they are capable.
- Leaders should make sure that apprentices are able to apply their knowledge of safeguarding topics to their individual circumstances.

Provider details

Unique reference number	52887
Address	One Snowhill, Snow Hill Queensway, Birmingham B4 6GH
Contact number	020 7896 4983
Website	www.kpmg.co.uk
Principal/CEO	Robert Boucherat
Provider type	Training provider
Date of previous inspection	Not previously inspected
Main subcontractors	QA Limited Bridgwater and Taunton College

Information about this inspection

The inspection team was assisted by the quality and compliance manager as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Bev Ramsell, lead inspector	Her Majesty's Inspector
Richard Deane	Her Majesty's Inspector
Rob Mottram	Ofsted Inspector
Megan Dauksta	Ofsted Inspector
Mary Osmaston	Ofsted Inspector
Stacey Boreham	Ofsted Inspector
Daisy Walsh	Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020